DOCUMENT RESUME

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ABSTRACT

The inservice teacher seminars and instructional materials described here focus on understanding development-oriented education principles and prescriptive/diagnostic teaching skills and aiding students whose visual and hearing problems affect their behavior and learning. Inservice topics include: learning concepts of humanistic educational philosophy, individualizing instruction, record keeping, arranging classroom environments, teaming with colleagues and parents, and mainstreaming. This descriptive report provides additional information on the purposes and content of the seminars as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: SOLUTION ORIENTED SEMINARS (3 Products in a Series on Behavior and Learning Problems)

Publication Date(s): Copyright 1975

Intended Users: Teachers working in regular situations with students who have behavior and learning problems (related to vision or hearing)

Grade Level(s): Elementary

Number: Individual or group (preferred)

Primary Focus: Understanding development-orientated education principles and prescriptive/diagnostic teaching skills and aiding students whose visual and hearing problems affect their behavior and learning are covered.

School subject(s) and/or in-service topic(s) covered:

Teachers will learn how to observe for cues in behavior which indicate vision or hearing problems. Diagnostic measures and tools are studied as well as developing and applying appropriate strategies for alleviating and remedying resultant behavior and learning problems. In-service topics include: learning concepts of humanistic educational philosophy, individualizing instruction, record keeping, arranging classroom environments, teaming with colleagues and parents and mainstreaming.

What participant does in using the materials: The participant: views sound-synchronized filmstrip, discusses information in small groups, refers to booklets for suggested diagnostic/prescriptive strategies and activities, experiments with these in the classroom and meets with colleagues for sharing, feedback and support. Booklets include bibliographies, glossaries of terms, biographies of the developers, charts and optional in-depth readings.

Resources:

Each product has one or two sound-synchronized filmstrips, 1-3 booklets and guidelines for use. The tapes are 24 minutes each. Discussion, experimentation in classrooms, with suggested strategies and activities occur over a semester. All products are packaged in separate 3x5x8" boxes. A facilitator is required for coordinating in-service, as well as providing support and reference for further human and material resources.

Describer critique:

The series is replete with information. Each product can be used independently of the other two, although the first in the series would augment utility of the 2nd and 3rd. The rationale and suggested strategies for diagnoses and prescriptions for individualizing instruction are most germane to teachers' needs. Tapes and booklet may overwhelm the novice with no prior experience with mainstreaming.

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(TS) - team teaching
(ASG) - student learning
(SE) - mainstreaming

TS24
ASG5

TD

1.0 PURPOSES:

The series presents a point of view that students, teachers, administrators and parents have special talents and needs which -- through appropriate attitudes and approaches -- can be maximized to enhance each one's inherent right to develop to his fullest potential. In order to assure this, deliberate steps must be taken and these are outlined and discussed in each of the product tapes and booklets.

Essentially, participants learn that in order to survive one must continuously learn, and that it is necessary to respect learning styles, interests and idiosyncracies, regardless of status, position or ages. There is emphasis on understanding human development, the relationship of formal and informal learning to both academic and emotional progress and a dynamic relationship between teachers and students and teachers and other a adults. With the humanistic approach of development-oriented education as the basis, strategies, activities and diagnostic/prescriptive tools for teaching are presented and discussed.

2.0 CONTENT — Scope and Sequencing of Topics:

The three products can be used independently of one another. The first, however, may provide some rationale and background for maximum value of the second or third. Product one introduces the principles of development-oriented education and outlines the strategies incorporated into products two and three. Product one also enlarges on the subject of how people learn, what learning is all about and the justification for on-going staff development.

The second product, an examination of specific vision problems -- with steps toward their alleviation or remediation -- builds on the development-oriented education principles and diagnostic/prescriptive teaching tools.

The third product is structured like the second, except that the concentration is on hearing problems.

Each product is highly detailed, of utility to novices as well as experienced teachers and all together would require a semester for study. See 5.3 for specific listing of these three products.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The three products call for viewing a sound-synchronized 24-minute tape (two for the second product on vision), follow-up discussions with colleagues, readings in booklets, experimentation with suggested strategies and activities -- either in classrooms or with fellow teachers -- with follow-up sharing sessions for each for purposes of feedback and support.

3.2 Help given in use of product:

There are guidelines explaining how to complete the activities for each of the products.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is continuous, informal evaluation, assessment and feedback in peer situations to determine participant understandings of new information, strategies and classroom activities. Product one includes a True or False questionnare to be completed before and after product use. Scores are composed by the participant himself and where there are errors there are explicit, written directions for where in the booklets one might review specific topics.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A filmstrip projector and tape cassette are required. So are a facilitator, a classroom of students, space for discussion groups to meet and a participant population of a dozen people. The population could include teachers of the same or different grade levels, classroom teachers alone or combined with specialists, parents or administrators, and/or persons from the same or different school buildings.

5.2 Distributor name/address:

Effective Educational Systems, Inc.
Poplar Cove
Box 140
Onancock, VA 23417

Tel: (804) 787-2800

5.3 Components/approximate costs:

Component		Purchase	Rental	No. Req.	Reusable
A PROCESS FOR SOLVING BEHAVIOR AND LEARNING PROBLEMS		Total: $140.00	No		
S.O.S. #1:	filmstrip	$39.50	-	group	Yes
	tape cassette		-	group	Yes
	booklet		-	1/participant	Yes
	guidelines for use		-	1/leader	Yes
A PROCESS FOR SOLVING BEHAVIOR AND LEARNING PROBLEMS RELATED TO VISION					
S.O.S. #2:	2 filmstrips	$79.00	-	group	Yes
	2 tape cassettes		-	group	Yes
	3 booklets		-	1/participant	Yes
	guidelines for use		-	1/leader	Yes
A PROCESS FOR SOLVING BEHAVIOR AND LEARNING PROBLEMS RELATED TO HEARING					
S.O.S. #3:	filmstrip	$39.50	-	group	Yes
	tape cassette		-	group	Yes
	booklet		-	1/participant	Yes
	guidelines for use		-	1/leader	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Sheldon Rappaport is a pioneer in the field of learning disabilities. He is president of Effective Educational Systems, Inc. Mrs. Shirley Rappaport has an M.Ed. in Elementary Education and more than a decade of experience in that field. Since 1968 they have worked with public school educators in the United States and Canada. Both are now working as trainers of teachers in the Bay/Arenac Intermediate School District, Michigan.

6.2 How developed and when:

The series was developed to help teachers implement Public Law 94-142 by September, 1978. This law is the Education for All Handicapped Act. Its purpose is to help each handicapped student have an individualized education program to meet his unique needs.

6.3 Evidence of effectiveness with users:

The three products have been and continue to be field-tested for nearly a decade. The Bay/Arenac Intermediate School District in Michigan annually sponsors summer workshops centered around the use of these materials for around 600-700 teachers from Michigan and other states. Several studies have been made on the effectiveness of this 3-part product: one by a post-graduate student in education and another by the University of Michigan. Both collected their data from these summer workshops.

In addition, the materials have been used as an inservice training program for teachers across the nation participating in the U.S. Office of Education's FAST program (part of the National Diffussion Network). Information about the results can be secured from the Rappaports.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

In light of PL84-142 (Education for All Handicapped Act - assuring individualized education programs for every student), the creation of these products is timely. Teachers must learn quickly many diagnostic/prescriptive and coping techniques as their student population becomes ever more diversified. The philosophical principles on which these products are based can also serve teachers working with students who have handicapping conditions (other than those related to vision or hearing). The filmstrips and tapes are of high technical quality. The booklets need extensive editing, correction of typographical errors and, most important, organization of content.

Content accuracy/social fairness/community acceptance issues:

There appears to be a match between the content (principles and strategies) and successful experiences in the field of learning behaviors and problems. The setting is a traditional school, probably in suburbia, with a white student and teacher population (with 2 exceptions).

Overall summary/comment:

There is a lot of useful information in these products. Both a rationale and a basis for teaching -- according to development-oriented education principles -- are provided; as the developers present suggestions for dealing with identified students. Each product can be used independently of the other two. However, the first may be a useful introduction to the series. Generally, there is a surfeit of detail, theory and technical terminology in the products. Facilitators are needed to screen the components of each in order to make the products most useful, by selectively culling from the booklets and film/tapes as appropriate.